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ABSTRACT

Guidelines are provided for incorporating a new component into the San Francisco Community College District's English as a Second Language (ESL) Master Plan: "Beginning ESL for Non-Literate Students." Introductory sections give an overview of the curriculum; describe how to use the guide; discuss classroom techniques; describe objectives related to listening, speaking, reading, and writing skills; and explore materials and texts for beginning non-literate students. The bulk of the document provides a graphic display of the curriculum, outlining the following content areas: classroom procedures, pre-reading/reading, pre-writing/writing, numeracy, personal information, family, health, time, money, shopping, transportation/street directions, telephone, housing, post office, and emergencies and home/street safety. For each area, competencies are listed, targeted language skills are identified, lesson structures and vocabulary items are specified, and teaching suggestions and cultural notes are presented. The guide concludes with a bibliography of texts. (LAL)

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SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

LITERACY SUPPLEMENT

TO

ESL MASTER PLAN

September 1984

JC 850 445

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PREFACE

Beginning ESL for Non-Literate Students is a new component of the District ESL Master Plan. The need for such an addition to existing curricula was expressed by participants of the San Francisco Bay Area Literacy Forum.

A committee of District ESL Instructors worked together to write this componet. The committee members were:

Cindy Henderson
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Other District Instructors who contributed to this project were:

Betty Kissilove
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The committee also wishes to acknowledge and thank the following District personnel:

Peggy Doherty for her support and encouragement.

Lynn Savage for her suggestions and editing.

Rudy Livelo for typing the final version of this component of the District ESL Master Plan.

OVERVIEW OF THE CURRICULUM

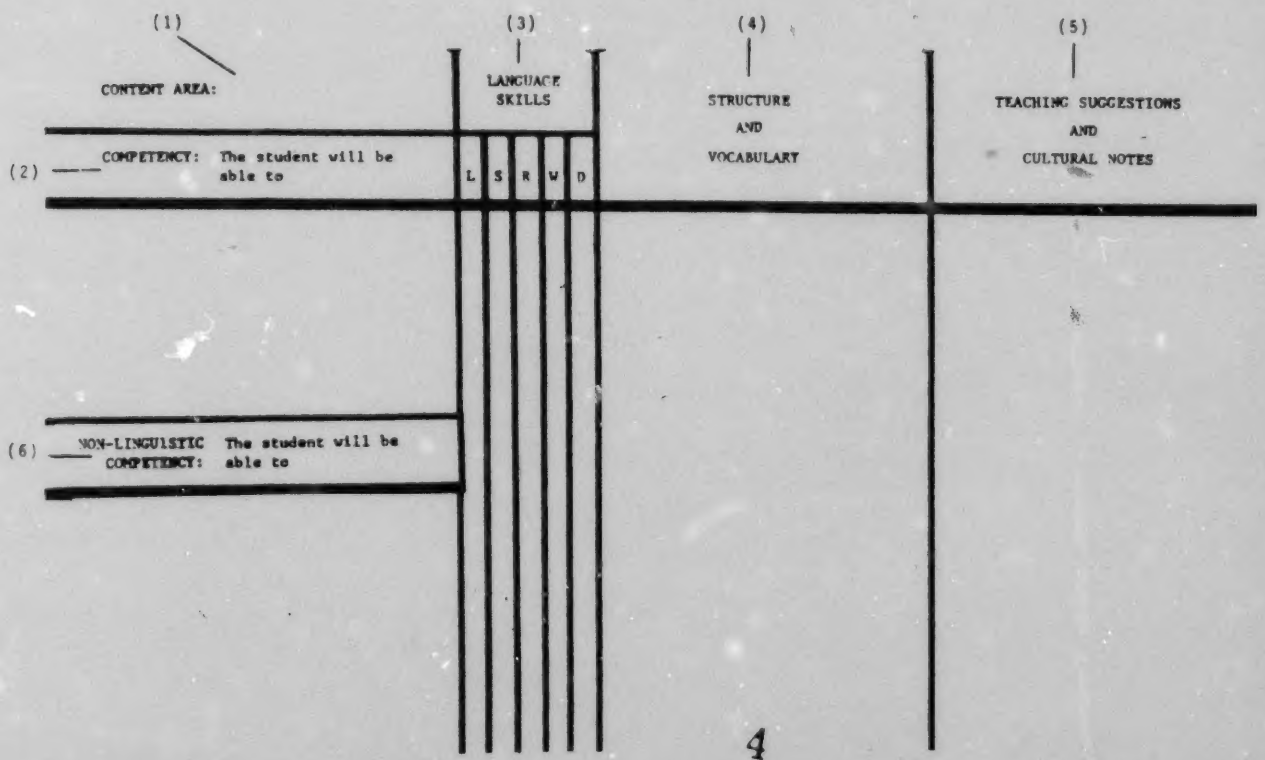
This introduction is followed by suggestions of appropriate teaching methods. For clarification, this section has been broken down into the four language skills. These are presented in the natural order of language learning: listening, speaking, reading and writing.

Information regarding materials follows. This includes lists of texts and teacher references.

There is a separate module for each of the content areas covered by this curriculum. These show the competencies to be mastered by the students. The module entitled Classroom Procedures appears first since its competencies are practiced throughout this literacy course regardless of the content area being focused on at any given time. For the same reason, the modules Pre-reading, Pre-writing, and Numeracy appear next.

HOW TO USE THE CURRICULUM

The other content areas are not arranged in any particular teaching order. Each teacher should determine the order they are to be taught on the basis of their students' needs and interests. The heading of each content area (1) appears in the upper left hand corner of the page.



The linguistic competencies to be presented (2) for each area are then listed below. It is important to recognize that this curriculum is too extensive to be taught in one semester. Teachers should select those competencies which are important for their students to master. Preferably, an entire module would not be taught at one time. Rather, teachers are encouraged to cycle the modules. In other words, teachers would teach a few of the easier competencies within one content area and then move on to another area again selecting the easier competencies or ones which relate to the structure and/or context of previously taught ones. Once all of the content area have been started, teachers would then go back and teach some of the more advanced competencies for each of the areas. Beginning with the easiest competencies provides a more positive experience for the students. In addition, it provides ample opportunity for review of similar grammatical structures.

The performance of each competency may not require all four language skills. Therefore, separate columns (3) to indicate the required skills (L-listening, S-speaking, R-reading, and W-writing) have been included. Moreover, the specific vocabulary words to be mastered by reading have been underlined. An additional column entitled D-doing has been included to indicate those linguistic competencies whose performance also involves a manipulative task.

Column (4) suggests grammatical structures to be used in performing each competency as well as specific vocabulary for substitution in those structures. In some cases, more than one structure has been given and many vocabulary words have been listed. It is not necessary to teach all of them. Teachers should select the structures and vocabulary they feel most comfortable with and which are most appropriate for their students' needs. Again, only the underlined words need to be mastered by reading. Requiring too much reading vocabulary at this level is unfair to the students.

The last column (5) offers teaching suggestions for the various competencies. In addition, cultural notes specific to the content area have been included.

A separate section for non-linguistic competencies (6) related to the particular content areas is next. Some of these competencies have been included to help the students deal with the adult needs that arise in their day-to-day existence. Other non-linguistic competencies help the students learn how to function in school and how to approach learning in a formal classroom setting.

THE CLASS AND THE LESSON

Being unfamiliar with a classroom and the tools of literacy, most students enter this course fearful and without self-confidence. This situation can be overcome by creating a secure, non-threatening learning environment. To do this, teachers must conscientiously provide opportunities for success, give lots of positive reinforcement, and let it be known that it is okay to make mistakes. Oral directions used to facilitate the learning process (i.e., listen, repeat, everybody together) should be simple and limited in number and should be accompanied by a clear set of hand signals. Consistently using the same words and signals and establishing a class routine can help make the class less stressful. It is crucial to make all of the students feel equal and important. This can be accomplished by calling on all of the students when asking personal questions. If deciding where to begin a lesson is difficult, beginning with the students' lives and needs is always a good point of departure. It is important, however, to be especially sensitive to and aware of cultural differences in order to avoid embarrasing or offending students.

Mistakes are inevitable, but there are ways that teachers can help their students avoid them. One way is to prepare students thoroughly with a lot of class, group, and pair practice before calling on individual students to perform. Another way is to call on the better students first so as to provide the others with additional listening and learning time. Too much correction can result in frustration. It is wise not to correct every mistake but rather only those involving the item which the lesson focuses on.

Keeping a sense of the class' momentum helps teachers know when it is time to shift gears -- to move on to another part of the lesson. Students may lose their concentration if too much time is spent on any one item. The teaching pace should be appropriate to the students' rates of mastery. Naturally, students' learning rates differ. Setting the faster students up with group, pair, or writing practice frees teachers to review with the slower ones. Saving written work for the end of the lesson means that it could be completed at home if necessary. This puts less pressure on the slower students who might otherwise feel as though they were holding up the rest of the class.

Peer teaching occurs naturally and is beneficial to both students and teachers. Students will often use their native languages when helping each other and this does not need to be discouraged

unless it interferes with the lesson. Each lesson must be divided into small steps which build upon each other. In addition, success must be incorporated into each step. In language learning, recognition precedes production. Presenting all material in context facilitates the former. Students need a visual cue. The most successful cues are those closest to reality. Each step from the real item to an imitation, to a photograph, to a realistic drawing, to a sketch or diagram is a further abstraction. Students may not connect the abstract with the concrete unless teachers point out the connection. For this reason, concrete tools are preferable.

Structures and vocabulary should be appropriate to the needs of the students. When there is a choice between structures or in vocabulary (i.e., What's your age? vs. How old are you?), teachers should select those that are more natural for themselves and that they believe the students are more likely to hear outside the classroom.

The number of structures used in a literacy class must be limited and re-introduced constantly. New structures should be introduced with familiar vocabulary. Conversely, new vocabulary should be introduced in familiar structures. The number of new words taught must be limited to the abilities of the students. This number is often only two or three new words a day.

To reiterate, all new material must be re-introduced and practiced continuously. Presentation of the same material should be done in as many ways as possible because these non-literate students, as all students, have different learning styles. Some will respond better to visual than to audio than to tactile/kinesthetic cues. There's no such thing as too much repetition. Frequent review is a necessity!

Initially, the focus in a beginning ESL for non-literate students class is on the students' acquisition of basic oral skills. Reading skills cannot be learned until the students have an oral understanding. Hence, it is important to keep in mind the natural order of language learning: listening, speaking, reading, and then writing.

LISTENING

For any student new to a language, listening skills must be developed before any other learning can occur. In their introduction to Before Book One John R. and Mary Ann Boyd state:

> " ... many beginning students are zero-level speakers of English and have not heard enough of the language to be able to produce English sounds. Students who enter the beginning level ESL class unfamiliar with the sounds of the language are ill-equipped to succeed in the task of learning to speak English. Too often, within the beginning class, these students will be pushed into speaking before their listening skills have been developed. This inability to comprehend aurally will impede the ability to respond orally. Unable to produce oral language, the students find failure, which increases the anxiety they already naturally feel in the language classroom. However, if oral production can be delayed until the students acquire rudimentary aural comprehension, the probability of their achieving oral proficiency is increased."

When introducing new vocabulary, students should be provided with a visual cue such as a real object, a clear picture, or mime. The word or phrase should be pronounced loudly, clearly, and slowly enough so that all students can hear. The utterance should then immediately be repeated normally since what students hear in class should be the same as what they hear outside of class -- normal conversational English spoken at a normal pace. This means that students should be able to recognize common contractions and reductions (e.g., I'm gonna) in speech even at this level. And of course, the vocabulary presented needs to be relevant and useful to the students.

Some techniques for checking listening comprehension without requiring the students to speak are to ask the students to:

* point to the object or action being named
* hold up a picture of the object or imitate the action being named
* hold up a number which corresponds to the object or action being named
* hold up their left or right hands to correspond to the location of the object or action being named

In the Total Physical Response method, students listen silently and watch as their teachers simultaneously utter and demonstrate commands. Later the students are asked to silently respond with the appropriate actions to the same series of commands. This listening and responding reinforces their comprehension. Asking students to respond to spoken commands is also another way for teachers to check listening comprehension. For further information regarding this method, see the bibliography.

SPEAKING

Speaking should be delayed until listening comprehension has been established and students indicate their readiness or desire to respond orally. Although some students are ready to repeat words immediately, many are not. A non-threatening classroom atmosphere can help ease the anxiety of those students reluctant to speak. Before students are asked to repeat, they should hear the sound or the name of the object or action many times and should be able to identify it by one of the methods for checking listening comprehension.

Teachers should remember to work in small chunks and not to overwhelm their students. Memory is a large factor in speaking situations. At the beginning stages, one or two word utterances are a sufficient challenge. Teachers should begin with short phrases and very gradually lengthen them.

Backwards build up is an effective repetition technique for developing memory and more natural intonation.

Target sentence: His name is Sitha.

Sitha.
is Sitha.
name is Sitha.
His name is Sitha.

Oral language learning is achieved through repetition (with a model), practice (without a model), review, and more practice. Students should be given the opportunity to practice as a whole group, in small groups, and then in pairs. Teachers should avoid calling on individual students to speak in front of the whole class until they have checked and assisted individual progress by circulating during pair practice.

Oral practice could begin with the mechanical (repetition) and evolve into meaningful communication in which the students can talk about themselves. For example, the class would learn new vocabulary (the hospital, the market, the park) in a familiar phrase ("I'm going to _____.") by repeating after the teacher. The class would then produce the same sentences according to cues from the teacher. Finally, students would communicate about themselves (their own destinations).

If students have trouble reproducing certain sounds, an artificial "mouth" is a helpful teaching aid because it enables the teacher to graphically show the position of the tongue. Teachers could contact a dentist to obtain an old or unused plaster impression of teeth. ESL teacher and author Contee Seely suggests using a spoon or a banana as a tongue. Mirrors are also helpful tools because they permit the students to see the position and movement of their own tongues.

It is important to remember that the goal to be achieved in speaking is for the students to be able to make themselves understood. Expecting perfection in pronunciation or structure use at this level is unrealistic.

READING

There are many approaches to the teaching of reading. However, there are certain fundamental concepts that are shared by most methods.

* the level of the material needs to be appropriate to the students' abilities
* the presentation of the material needs to be paced to meet the students' mastery rates
* the learning situation needs to be set up to provide success
* pre-reading skills need to be learned

One definition of reading is deriving meaning from print. This notion may be entirely new to literacy students. They may not see the need to read in their own lives. Therefore, another important concept is that reading must be made relevant to their immediate needs and must focus on their adult lives.

Pre-reading skills, which cannot be taken for granted, focus on the following:

* a speaking vocabulary
* the ability to use learned vocabulary for self-expression
* listening for comprehension
* auditory discrimination skills
* hand-eye coordination
* visual discrimination skills
* the top to bottom, left to right orientation of reading
* the notion that talk can be represented by symbols

Whether initial reading should be approached through the whole word method or through the recognition of a sound/symbol correlation is the subject of great debate among reading teachers. The Language Experience Approach and methods combining the use of phonics with contextual clues are advocated by many others. Each teacher will need to experiment and discover what works for each particular group of students and for individuals within that group. Most teachers agree that a single teaching method doesn't reach all students, and that using a variety of methods is much more effective. Most research indicates that the single most important factor in teaching reading is the teacher and not the method.

Reading doesn't occur unless the readers understand what they are trying to read. Therefore, teaching words that are part of the students' oral vocabulary and whose meanings are understood, and teaching these words <u>in context</u> rather than in isolation greatly facilitate reading. For this reason, a sentence should be presented as a whole unit before its individual words are isolated. Likewise, a word should be presented as a whole before its individual sounds are isolated out. Beginning ESL for non-literate students do not need to learn to read every word they learn to produce orally. In this curriculum, certain key words have been underlined to be learned as sight words. It is unfair, at this level, to ask the students to read a large number of words. As in all areas of language learning, repetition leads to recognition!

(see bibliography for further information)

WRITING

For writing to be achieved, mastery of the following pre-writing skills must first occur:

* positioning the paper properly
* holding the pencil properly
* tracing
* copying
* sequencing letters left to right
* writing on the line
* leaving spaces between words

There is no consensus regarding which alphabetic form (block [D], manuscript [d], or cursive [*d*] to teach initially. Some teachers begin with block and introduce manuscript if their students will be exposed to manuscript print in class. Others begin with manuscript. Still others introduce both at the same time. Students who express an interest in learning cursive writing for their signatures can be tutored individually. Teachers must be consistent with whichever alphabetic form(s) they select.

Similarly, there is no consensus regarding stroke order for formation of individual letters and numbers. Teachers should teach whatever feels most natural to them, but again must be consistent. Teachers should not attempt to change students' letter formation habits unless they interfere with reasonable speed or with readers' recognition.

To facilitate letter and number formation, they should be introduced in groups according to similarities in shape. This makes the task much easier for the students. See the pre-writing/writing module for sample clusters.

True writing implies that the students understand what they are writing. This can only take place after the students have developed skills in the other three areas of language learning.

MATERIALS AND TEXTS

Visual materials are a primary teaching tool and it is necessary for teachers to select and create materials relevant to the interests, capabilities, and needs of a particular class. Therefore dittoed materials, flashcards, and realia such as clocks, calendars, and maps are essential.

Whenever possible, real telephones, real money, and other objects should be used since artificial representations with accompanying differences in weight, texture, or ways of manipulating, and other factors may confuse the students.

Symbolic representations may have to be taught. Matching real objects to pictures and then to written symbols, such as a dollar sign, is one way to do this. Photographs are preferable to drawings because they are less abstract. If available, photographs and slides of local places and your students are good teaching tools.

TEXTS FOR BEGINNING NON-LITERATE STUDENTS

Some teachers of non-literate students feel that presenting students with a textbook can have a pyschologically overwhelming effect and recommend only giving out material page by page rather than all at once in book form.

Most teachers find that they want to develop materials for each class based on the students' particular needs and interests. Some teachers choose a beginning text and supplement it with their own specially developed materials and props, while others focus on their own special materials and supplement with ideas or pages from (a class set of) textbooks.

As for any level of ESL, texts should be examined carefully before selection for classroom use. Many of the texts are inconsistent in level of difficulty. Some contain inappropriately difficult material sandwiched in between simpler sections. Therefore, many teachers prefer not to use a classroom text.

Students can be confused and/or overwhelmed by a teacher-made ditto if too much material is included. Simplicity is the key. Direction words (such as READ, COPY, etc.) used on dittos should, whenever possible, be consistent with the oral directions used in class. Direction words written in a different color stand out and are helpful to the student.

CONTENT AREA: CLASSROOM PROCEDURES	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
COMPETENCY: The student will be able to	L	S	R	W	D		
Respond orally and/or physically to simple classroom directions	x	x			x	Commands and requests Please _____. _____,please. Directions- Go _____ Tell me, Show me, Repeat, Say, Spell, Ask, Give, Take, Turn on, Turn off, Listen, Sit down, Stand up, Pick up, Put Down, Open, Close Point to, Touch, Walk, Go, Up, Down, Left, Right, Middle, Back, Upside down, Door, Window, Desk, Chair, Blackboard, Chalk, Eraser, Pen, Pencil, Pointer, Same, Different	Total Physical Response
Perform simple oral exercises	x	x					Students may have had no experience with typical drills and exercises. Repeat after teacher, substitute words, respond with same/ different or 1 or 2 in pronunciation drills. Students may have experienced an authoritarian teacher-centered classroom and may not approve of or want to participate in student-oriented methods such as Total Physical Response, Role Play, Jazz Chants, etc.

CONTENT AREA: CLASSROOM PROCEDURES COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Read direction words used in classroom written exercises			x			Write Read Circle Copy	
Find a page number in a book or notebook	x		x		x	Page _____	Some students may have no experience using books. On the other hand, they may feel that it's not really "school" if they don't have books. Students may have difficulty deciding which way to turn the pages/which numbers are higher.
Complete simple written exercises			x	x			Copy, circle, write, fill in a blank, cloze, draw a line. Students may tend to repeat or copy everything.
Write down letters or numbers given by teacher or another student as dictation	x			x		Numbers, names of letters	
Express lack of understanding		x				I don't know. I don't understand.	Students may have certain expectations about school which should be taken into consideration. Some students may have an exaggerated respect for the teacher and may assume it's their own fault if they don't understand. Students may believe that they can't learn or that they have no need for reading or writing in their role in life.

CONTENT AREA: CLASSROOM PROCEDURES	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
COMPETENCY: The student will be able to	L	S	R	W	D		
Express lack of understanding		x				I don't know. I don't understand.	Teacher should make sure students know that it's OK not to understand.
Request help, repetition, etc.		x				I can't _____ (see/hear) What? Again, please. Slower, please. Repeat, please. Louder, please. Help. Can you help me?	
Request and respond to requests for needed items	x	x			x	I need _____ (paper, pen, book) Please give me _____. I don't have _____.	
Express agreement/disagreement	x	x				That's right. OK. Not right. Wrong.	
Correct a mistake	x	x	x			Not _____, _____.	
Offer thanks and apologies when appropriate		x				I'm sorry. Excuse me. Thank you. You're welcome. That's O.K. (Bless you)	
Explain past and future absences		x				I (be) sick. I (go) to the doctor, welfare, etc. My _____ (come) (family members) Yesterday, today, tomorrow.	

CONTENT AREA: CLASSROOM PROCEDURES NON-LINGUISTIC COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Make and respond to common non-verbal gestures					x		Shrug, nod of head, shake of head, wave of hand, crooked index finger.
Use school facilities conventionally					x		Toilet use, kind of paper OK for plumbing system, Water fountain use, (not for washing or spitting) Wastebasket Some students may have had little experience with indoor plumbing.
Work independently in test situations					x	Test, No talking, No looking, No helping Don't _____	Students may have had no previous experience with tests.
Work in pairs for dialogue practice					x		
Behave according to expected classroom etiquette and recognize what behavior Americans find offensive					x		Smoking rules, leaving/ entering classroom/running, talking in halls Some students may never have been in a classroom. They may be unable or uncomfortable to sit in chairs for extended periods of time. Bodily sounds are regarded differently in different cultures. For example, a belch will probably not be stifled among many Vietnamese students. In fact, it would be appropriate in that culture for the belcher to be as "loud" as possible.

CONTENT AREA: CLASSROOM PROCEDURES	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
NON-LINGUISTIC COMPETENCY: The student will be able to	L	S	R	W	D		
Perform Fire Drills			x		x	Exit Walk, don't run, don't push, fire, Directional arrows	
Follow roll-taking procedures in use in classroom	x				x		
Keep classroom handouts in numerical order to be used as a reference book.			x		x		

CONTENT AREA: PRE-READING/READING

COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Sequence the pictures of a story as it is told	x				x		
Answer simple questions about a story given orally	x	x					
Supply a logical missing word in a spoken sentence by relying on contextual clues	x	x					Example: I need my umbrella because it's _____.
Distinguish between different sounds	x					Same, different, sound	It's difficult to produce some consonant sounds without a vowel attached. The most common vowel sound is[ə] as in "but" Be consistent!
Repeat specific sounds	x	x					Teach a key word to go along with each sound.
Visually distinguish between similarly shaped letters and/or numbers			x			Letter, number	
Relate sounds, symbols, and names of letters	x	x	x			What's the sound? / letter / name	Convey the concept of a communicative utterance having a written form.
Approach written material from top to bottom and left to right			x			Top, bottom, left, right	

CONTENT AREA: PRE-READING/READING	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
COMPETENCY: The student will be able to	L	S	R	W	D		
Identify the written symbol of the initial consonant sound of a spoken word	x		x			First	Convey the concept that a word may have more than one sound, thus more than one letter and that sounds and letters go in a particular sequence.
Read aloud words of the same pattern group having different initial consonant sounds		x	x				
Write the initial consonant symbol of a word given orally	x			x			
Identify the written symbol of the final consonant sound of a spoken word	x		x			Last	
Read aloud words of the same pattern group having different final consonant sounds		x	x				
Write the final consonant symbol of a word given orally	x			x			
Read a limited number of sight/whole words which have already been mastered orally			x				A word whose written form has been taught and learned as a whole (i.e., words on forms)
Read a word mastered orally but whose written form is unfamiliar by relying on both contextual and phonic clues			x				Bear in mind that this is difficult.

CONTENT AREA: PRE-READING/READING COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Read short sentences which have already been mastered orally			x				The Language Experience Approach The sentence strip method
Read specific material printed in BLOCK form such as basic survival signs encountered in everyday life			x			WOMEN, MEN, WALK, DON'T WALK, WAIT, IN, OUT, ENTER, EXIT, DANGER, CAUTION, STOP, NO SMOKING, OPEN, CLOSED, HOSPITAL, LADIES, GENTLEMEN (optional) TELEPHONE	Teach the signs which are common in your area.
Read specific key words such as those found on forms in both BLOCK and manuscript form			x				
Read numbers and symbols			x			1-100 # $ ¢	
Read survival signs expressed by symbols			x				
Read and follow direction words used in classroom written exercises			x			Write copy read	It's helpful if these words are printed in a different color on the papers.
Interpret punctuation marks when reading			x			. ? !	
Fill in a blank appropriately			x	x			

CONTENT AREA: PRE-READING/READING	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
NON-LINGUISTIC COMPETENCY: The student will be able to	L	S	R	W	D		
Match a familiar object with a clear picture of the same					x		

CONTENT AREA: PRE-WRITING/WRITING	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
COMPETENCY: The student will be able to	L	S	R	W	D		
1. Trace shapes in air (-1/\03c)					x	Trace, circle, up, down, around, top, bottom, left, right	Introduce letters and numbers in groups according to similarities in shape.
2. Trace letters and arabic numbers in the air following teacher's model					x		
3. Trace letters and numbers in air without looking at a model					x	Letter, number	
4. Hold pencil, paper, and dittoed handouts correctly					x	Paper, pencil	
5. Write "on the line" rather than above, below, or through the line				x		Write	
6. Trace letters and numbers on blackboard and paper				x			
7. Copy letters and numbers directly below model, next to model, from one part of the paper to another, from one paper to another, and from the blackboard				x		Copy	Students may try to copy directional arrows and other directions. Colored lettering can be used to differentiate between directions and the exercise on dittos.
8. Reproduce a letter or number without looking at model				x			Teachers can erase board or cover model. Students can cover model on their papers with a colored strip of paper which is easily visible to the teacher. Discourage "automatic copying" by varying writing activities (e.g., copy fill in answer)

CONTENT AREA: PRE-WRITING/WRITING	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
COMPETENCY: The student will be able to	L	S	R	W	D		
9. Write single letters and numbers correctly from dictation	x			x			Give a lot of time for students to write. They may be much slower than expected.
10. Sequence left to right, according to a model, a short series of letters forming a word or a series of numbers			x	x	x	Word	Left to right sequencing can be practiced with flashcards, colors, objects, etc.
11. Repeat steps 6, 7, 8, 9, 10 with words and groups of numbers	x		x	x	x		Keep the vocabulary used here pertinent to the needs of the students. This is the same vocabulary used in reading. Begin with their names and pertinent numbers.
12. Group letters together in words leaving spaces between words				x	x		Convey the concept of word order.
13. Form a period, a comma, and a dash for writing dates				x			Other symbols include: ?, apostrophe, $, ¢, : (time)
14. Sign full name (block letters are acceptable)				x			First name first, last name last or official legal name
15. Fill in a blank in a cloze type exercise			x	x			
16. Circle, cross-out, or write an X or a ✓ according to directions	x		x	x		Circle Cross out X	

CAPITAL LETTERS -- CURSIVE

Letters beginning on the line G S

Letters beginning above the line that go straight down B H K m n P R

Letters beginning above the line with rounded backs a C D E O

Letters beginning on the line that loop to the left I J

Letters beginning above the line that go to the right and straight down F L J

Letters that loop above the line and then loop to the left 2 Z

Letters beginning above the line that round off to the right on the bottom line U V W X Y

LOWER CASE LETTERS -- CURSIVE

Letters beginning on the line i r s t u w

Letters beginning on the line with a loop b h k l e f

Letters beginning on the line that go below the line g p y

Letters beginning above the line with rounded backs a c d o

Letters beginning above the line with rounded backs that go below the line g q

Letters beginning on the line that curve to the right n m v x z

Suggestions for Grouping Letters and Numbers According to Similar Stroke Formation

CAPITAL LETTERS -- PRINT

straight line	I L H T E F
rounded	O C Q G
slanted	V W X
straight and slanted	M N K Z A Y
curved and straight	D P B R
curved	J U S

LOWER CASE LETTERS -- PRINT

rounded	o c
rounded and straight	d e q b p
slanted	v w x y k z
straight	i l
tails	p j y
curved	s
humped	m n r h u f

NUMBERS

straight

curved

CONTENT AREA: NUMERACY	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
COMPETENCY: The student will be able to	L	S	R	W	D		
Count orally from 1 to 10		x				Numbers	
Answer questions that ask how many	x	x				How many _____	
Read arabic numerals 1 through 10 (and zero)			x				Read telephone numbers, numbers in addresses and zip codes. Practice finding page numbers in notebook/book.
Sequence written arabic numerals 1 through 10			x		x		
Write arabic numerals 1 through 10				x			Write telephone numbers, address numbers and zip codes.
Count numbers 11 thru 20, then 21 through 30, etc. up to 100		x					
Read arabic numerals 11 thru 20, then 21-30, etc. up to 100			x				Should be taught in stages -- not all at once. Read clock & calendar nos.
Sequence written arabic numerals 11-20, 21-30, etc. up to 100			x		x		
Write arabic numerals 11-20, 21-30, etc. up to 100.				x			Read arabic numerals on $ currency (1, 2, 5, 10, 20, 50 and 100)

CONTENT AREA: NUMERACY	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
NON-LINGUISTIC COMPETENCY: The student will be able to	L	S	R	W	D		
Sequence pictures of objects according to the number of objects shown in each picture					x	How many	
Match arabic numerals 1 through 10 with pictures of objects according to the number of objects shown in each picture			x		x	Same	

CONTENT AREA: PERSONAL INFORMATION COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Give own name, upon request	x	x	x	x		What's your name?	Students should learn how to correct someone's mispronunciation of their name.
Ask others for their names	x	x					
Differentiate between first (or given) name and last (or family) name	x	x	x	x		First Name Last Name	Name order varies from culture to culture. Most Southeast Asians will give their last name first. A picture of your own family would be a useful teaching prop. Encourage students to bring in picture of theirs.
Spell their names orally upon request	x	x				Spell	
Ask others to spell their names	x	x				Please spell your _____	
Write down an orally spelled name accurately	x			x			Introduce or re-teach requesting a repetition, correcting a mistake, clarifying.
Identify where they are from	x	x	x	x		Country (Names of students' countries) Where are you from? What country? Vietnam China, etc.	Students need only be responsible for reading the name of their own country. In identifying countries, do not assume that your students understand maps.

CONTENT AREA: PERSONAL INFORMATION COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Upon request, give in correct American order, their address	x	x	x	x		Address Number No. Street Apt. # City State Zip Zip Code SF CA	The order of components of an address varies from culture to culture. For example, the Chinese would say Main Street, Number Three.
Orally spell their street name upon request	x	x					
Give their telephone number upon request	x	x	x	x		I don't have one.	"No phone" is acceptable. Telephone, Number, Phone, No.#
Identify their native language	x	x				What's your language? What language do you speak? What do you speak? (Names of languages in class)	Teach American names of students' languages. In identifying languages, bear in mind that there are several Chinese languages as well as dialects.
Give their birthdate upon request	x	x	x	x		What's your _____? Birthdate, Date of Birth, Month, Day, Year	
Give their age, upon request	x	x	x	x		How old are you? Age	In discussing age, the American method of calculating age needs to be explained. Other cultures sometimes calculate age according to the New Year rather than according to individual birthdates. Some cultures observe ancestors' death anniversaries and/or birthdays.

CONTENT AREA: PERSONAL INFORMATION COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Give their birthplace, upon request	x	x	x	x		Place of Birth (Birthplace) Name of students' native country	Not necessarily the same as their country.
Identify their sex, upon request			x	x		Male Female M F Sex	Checking a box or circling the correct information.
Give their marital status, upon request	x	x	x	x		Are you _____? Married Single, Widowed, Divorced	Teachers should be sensitive to possibility of recent family loss.
Produce their social security card (if appropriate) upon request and write the number (copy or from memory)	x		x	x	x	Social Security Soc.Sec. S.S. # SSN	Writing it from memory is difficult even for some teachers. Not all students will have a social security number.
Produce their immigration document (I-94, Green Card, or other) upon request and copy their alien registration number	x		x	x	x	I-94, Green Card	Might be a good time to remind students to keep the original in a safe place and to carry a copy.
Write name, address, phone number upon request, without copying	x		x	x			
Write their signature on the appropriate line or space			x	x		Signature Sign	Print or cursive should be acceptable. Discuss legibility and full name concept. Name order (first, last or last, first) can vary

CONTENT AREA: PERSONAL INFORMATION	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
COMPETENCY: The student will be able to	L	S	R	W	D		
Fill out a simplified, teacher-made personal data form			x	x			

CONTENT AREA: FAMILY COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Identify family members	x	x				This is my ... child/children son daughter wife He's/She's my ... husband father mother sister brother	Family structure & relationships may vary from our own. Students can be confused. Some languages have different words for each family member. Some groups have a clan system. Teachers should be aware of nuclear family vs. extended family concept and how their concepts might differ from students' and one group of students from another. For people who have left family behind or who have had family members killed in war or imprisoned, this is often a difficult, emotion-laden but important sequence. Teachers should be aware of reactions ranging from silence to tears.
Ask and answer questions about marital status, including checking an appropriate box on a form	x	x	x		x	Are you _____? married single widowed divorced Yes, I am. No, I'm not. die/d dead	
Ask and answer questions about the number of children in their families	x	x				How many children do you have? I have ____ child/children. I don't have any _____.	Photos work well for family "tree" work.

CONTENT AREA: FAMILY COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Answer questions about names of family members.	x	x				What's his/her name? His/Her name is _____.	
Ask and answer questions about ages of family members.	x	x				How old is _____? S/he is _____ years old. months	Some cultures calculate age in a different way. Teachers should be aware of other ways and explain the American method carefully.
Recognize in print and copy family members' names.			x	x			Individual work is obviously called for.

CONTENT AREA: HEALTH COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Express their emotional and physical condition		x				I'm _____ I'm not _____ sick, tired, cold, hot, dizzy, happy, sad, mad/angry, scared/afraid, homesick, thirsty, nervous, hungry, pregnant	The degree to which individuals will show/express emotions is dependent upon their culture (as well as individual personality).
Identify pain in various parts of the body		x				My _____ hurt(s) throat, head, back, stomach, chest, ear(s), eye(s), tooth/teeth, foot/feet	Teachers should be aware of various cultural taboos when it comes to referring to and touching certain parts of the body. It is offensive to many Asians to have their heads touched or even reached above.
Identify certain ailments		x				I have (a) _____ I'm _____ing fever, chill, rash, cough, cold, burn, cut, vomit, diarrhea, headache, stomachache	
Answer simple questions regarding their emotional and physical condition	x	x				Are you _____? Does your _____ hurt? Where? What hurts? What's the matter? What's wrong? yes/no here My _____. I don't understand. I don't know.	
Express the emotional and physical condition of their spouse and children		x				S/he's _____. S/he has a _____. His/her _____ hurts.	

CONTENT AREA: HEALTH COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Follow simple directions given orally by a nurse or doctor	x				x	Take off everything/your clothes. Take off _____ above/below the waist, open/close your mouth, cough, breathe in/out	Total Physical Response. A stethoscope and thermometer make good props. Teachers need to be aware of cultural differences in health treatment. For example, in many countries, temperatures are taken under the arm rather than orally.
Ask for an appointment	x	x				I need a/an appointment doctor dentist	Review date/time skill areas. Review requesting a repetition or clarification. In discussing medical and other appointments, relate the importance of promptness in our culture.
Say that an appointment is inconvenient.	x	x'				I can't come. A different time, please.	
Read an appointment card			x			Time (digital) 1:00, 1:15, 1:30, 1:45 Date (days/months)	Review reading a clock and reading a calendar.
Get a prescription filled	x	x	x			I need this. Medicine Pharmacy Drugstore R_x	

CONTENT AREA: HEALTH COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Ask for locations	x	x				Where's the _____? hospital clinic pharmacy drugstore lab X-ray	
Ask for help		x				Please, help me!	
Tell their teacher they can't come to school and explain why	x	x				I can't come to school. I'm going to the _____. Where are you going? hospital Dr. doctor dentist drugstore pharmacy	
Call for an ambulance		x			x	Ambulance! Emergency! (Address)	
Read and identify the blue **H** sign as a symbol for hospital			x			Hospital	
Read a NO SMOKING sign and identify the symbol			x			NO SMOKING	

CONTENT AREA: HEALTH	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
NON-LINGUISTIC COMPETENCY: The student will be able to	L	S	R	W	D		
Demonstrate an acceptable way to cover a sneeze or cough					x	Sneeze, cough, kleenex, tissue, excuse me	Our notion of how disease is spread and its origins may not be shared by all cultures. In some cultures sneezes and coughs are not stifled.
Demonstrate how to open and close different kinds of childproof caps					x		
Categorize specific foods according to whether or not they are beneficial to one's health					x	This is/isn't healthy/good junk food/bad	Teachers should point out the hazards and legal problems of drinking and driving.
Identify foods which may result in dental problems					x	Sugar	
Identify foods and substances which pregnant women should avoid					x	Pregnant cigarettes Baby alcohol	

CONTENT AREA: TIME COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Name the days of the week		x				Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday	
Read the days of the week in their full and abbreviated forms			x			Mon. M Tues. T Wed. W Thur. Th Fri. F Sat. S Sun. Su	
Answer questions identifying the day of the week, month, date, year for today, yesterday and tomorrow.	x	x				Wh-Qs w/ day What month What ___is it date What _____ was year yesterday? today It's _____. tomorrow It was _____. yesterday	Use dates important to the individual students i.e., birthdates. Provide students with the names of holidays as they occur. Different cultures divide the day, month, and year differently. Teachers are advised to start with sun and moon time. Different cultures value time differently. In America it's important to be on time.
Read the months of the year in their full and abbreviated forms			x			Jan. Jul. Feb. Aug. Mar. Sept. Apr. Oct. May Nov. Jun. Dec.	Students need only be responsible for months covered in the semester and their month of birth.
Read and write dates in a combination of words and numbers (e.g., Jan. 30, 1985)							

CONTENT AREA: TIME	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
COMPETENCY: The student will be able to	L	S	R	W	D		
Match the names of the months with their numbers		x	x				
Read and write dates in numbers in the correct (American) order (i.e., 1-30-85)			x	x		Date of Birth Birthday	
Locate dates on a calendar			x		x		
Tell time orally by reading a clock or watch (to the hour, quarter hour, half hour, and three quarter hour)		x	x			It's 2:15 Watch Clock O'clock	
Tell time orally by reading digital time		x	x			_____:_____	Try practicing with appointment cards, schedules (school, store, and office hours)
Ask for and give the time	x	x				What time is it? It's _____:_____.	
Answer questions about whether an event happens in the morning, at noon, in the afternoon, in the evening, at night, early, late, on time.	x	x				Wh-Qs w/ When in the morning afternoon evening at noon night early late on time	
Identify AM and PM as symbols for morning and afternoon/evening			x			AM PM	Practice with appointment cards.

CONTENT AREA: TIME	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
COMPETENCY: The student will be able to	L	S	R	W	D		
Read signs regarding business hours			x			Open Closed Hours Days of the week	
Respond appropriately to a request to wait a specified period of time	x	x			x	Wait _____ hours minutes until after class OK Sorry, I can't.	
Use ordinal numbers 1-31 in dates (optional)	x	x					

CONTENT AREA: TIME	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
NON-LINGUISTIC COMPETENCY: The student will be able to	L	S	R	W	D		
Set a clock and watch					x	Clock Watch Alarm	Remind students to change clocks the last Sunday in April and the last Sunday in October.

CONTENT AREA: MONEY COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Upon request, identify the amount of money presented	x	x				How much is this? penny, one cent, cents, nickel, dime, quarter, half-dollar, dollar, dollars	Introduce and/or review numbers. Try to use real money for identification sequence. Play or fun money is a further abstraction that might be difficult for students. If students have trouble with math, teach only one cent, five cents, ten cents, instead of also names "penny, nickel, dime, quarter."
Read an amount of money (price or simulated label)		x	x			$. ¢	
Give a requested amount of money to teacher or another student	x	x			x	Please give me _____. Here you are. Thank you. I don't have money. No money	
Given a written amount of money, produce the same amount in real money			x		x		
Given orally an amount, write the amount in numbers using dollar and cent symbols.	x			x			
Write the amount when handed an amount of money				x	x		

CONTENT AREA: MONEY COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Ask for prices	x	x				How much is/are ... _____?	Review food and clothing items
Ask someone to change money	x	x				Do you have change (for) _____? (optional)	
Ask for a receipt	x	x				Receipt, please. Please give me a receipt. (May I have a ...)	
Endorse and cash a check or money order		x		x		Bank Check Money order Please cash City Hall	Discussion of banks, money orders, checks and where to cash a check will be helpful. In SF, welfare checks can be cashed at City Hall. This is an important community resource for students without bank accounts.
Count the cash received and state if the amount is incorrect		x	x		x	Excuse me. This is not right. It's not enough/too much.	Point out to the students the importance of counting before moving away from the teller's window.
Read the information in these parts of a check: date, payee, amount (in numerals). (Identify by pointing to amount spelled in numbers - optional)			x		x		

CONTENT AREA: MONEY	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
NON-LINGUISTIC COMPETENCY: The student will be able to	L	S	R	W	D		
Determine if change received is correct					x		Adding or subtracting one amount of coins and/or dollars to or from another are ways to determine correct or incorrect change. Western-style math is not a skill learned in all cultures. Some cultures use a non-decimal basis for counting.
Insert money correctly in a coin operated washer and dryer					x	Washer Dryer	Possible field trip to laundromat &/or vending machines. Point out need to wait for coins to drop before proceeding when using vending machines.
Insert money correctly in a vending machine					x		
Identify coin return button and demonstrate its use					x		
Identify an "out of order" sign and demonstrate its meaning					x		

CONTENT AREA: SHOPPING (Food & Clothing) COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Ask and answer questions about prices	x	x				How much is/are _____? It's/They're _____ dollars and cents	Students may need to learn where they can and can't bargain about prices. Students may be unfamiliar with relative prices at supermarkets, small neighborhood stores, and the Farmers Market, and similarly, small stores, department stores, thrift shops, flea markets and garage sale prices.
Request or reject specific items		x				I want/don't want Please Thank you/No thank you.	
Read amounts on price tags			x			$. ¢	
Ask for location of items they want to buy	x	x				Where's _____ I need _____, please Aisle Top bottom left right	Students may have avoided supermarkets. A field trip to one may help dispel anxiety and is usually a successful class experience.
Read aisle identification signs to locate items			x				Reading Aisle Letters & Numbers is all that should be expected.
Read signs which identify items on sale or on special			x			Sale Special	

CONTENT AREA: SHOPPING (Food and Clothing) COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Read price and unit measure signs			x			oz. lb. pound ea. each bunch 3/$1 (example) doz. dozen	
Ask and answer questions about size	x	x				What size? Size _____. Small Medium Large Big I want/need size _____.	You might want to explain that it's OK to try on clothing in a store and that usually a space is provided for that purpose. You also might explain that trying on something is not an obligation to buy it. Trying on clothing in class provides an opportunity for role play and Total Physical Response learning/reinforcement.
Read size on labels and tags			x			small S medium M large L extra large XL	
Identify common items of clothing	x	x				colors	Students may need to learn to distinguish between men's & women's clothing and between clothing worn inside and outside of the house. Being able to describe an individual's clothing might be useful in the case of a lost child or police report.
Identify common foods	x	x					Try to concentrate on names of foods the students buy.

CONTENT AREA: SHOPPING (Food and Clothing) NON-LINGUISTIC COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Use a scale to determine approximate weight of produce (optional)					x	Scale	
Discriminate between items which may and may not be bought with food stamps					x	Food stamps	Non-food items such as cigarettes, alcoholic beverages, paper products, and soap cannot be purchased with food stamps.
Give the appropriate amount of food stamps to cover a purchase					x		
Find the cashier or check-out counter					x		You might want to explain the express/ 9 items/ cash only lines.

CONTENT AREA: TRANSPORTATION/ STREET DIRECTIONS	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
COMPETENCY: The student will be able to	L	S	R	W	D		
Ask for and follow simple street directions	x	x			x	Where's _____? (local street names) Go _____ straight / to the corner Turn _____ left / right _____ blocks	Students may be unfamiliar with city traffic and modern public transportation.
Ask for the location of local public transportation	x	x				Where's (the) _____? bus / bus stop / streetcar / BART	
Read public transportation signs			x			BA BART MUNI Bus Stop	
Ask if the bus goes to the desired location	x	x				Do you go to _____St.? Do you stop at _____St.? local street names	
Ask which bus to take	x	x				What bus (do I take)? Take bus # _____	
Read bus number/letter on the destination sign		x				(numbers/letters) Limited Express	Explain limited and express service
Ask about fare and produce the correct amount	x	x			x	How much (is it)? _____cents.	Explain exact fare, no paper currency, fast passes, and the different fares

CONTENT AREA: TRANSPORTATION/ STREET DIRECTIONS	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
COMPETENCY: The student will be able to	L	S	R	W	D		
Ask for a transfer		x				Transfer, please.	Explain its usage
Ask someone to pull the "stop request" bell		x				Please ring the bell.	
Ask driver to stop/open door		x				_____St., please. Next stop, please. Out, please. Backdoor, please.	
Read direction words for a "stop request" or for opening doors			x			Push Pull Press	
Offer a seat to another passenger		x				Please sit down.	Explain that seats near the front door are for the elderly and/or handicapped.
Accept or refuse a seat from another passenger	x	x				Thank you. No, thank you.	
Ask people on a crowded bus to let you pass them		x				Excuse me. Getting out/off. Out, please.	
Respond appropriately to crosswalk signs			x		x	Walk/Don't walk Wait (red, green)	

CONTENT AREA: TRANSPORTATION/ STREET DIRECTIONS	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
NON-LINGUISTIC COMPETENCY: The student will be able to	L	S	R	W	D		
Demonstrate how to make a "stop request" by pulling the bell or by using the press strip					x		
Demonstrate how to push the backdoor open after the green light appears					x		
Demonstrate how to press the bar to open the backdoor on a Muni subway					x		

CONTENT AREA: TELEPHONE COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Ask and answer questions about telephone numbers	x	x				What's your telephone number? Phone No. My number is _____.	This content area may be new and completely unfamiliar to some students. Teach in 3 digit and 4 digit components. Some countries cluster the numbers differently.
Ask and answer questions about area code	x	x				What's your area code? ( )	Explain when area code is used.
Read and write own telephone number			x	x			
Write area code in appropriate place				x			
Read numbers on telephone dial			x				
Read telephone numbers and dial them			x		x		A real phone and/or teletrainer would be extremely useful. A toy phone doesn't feel right and is too small for adult fingers. The teletrainer provides realistic sound effects including ringing and busy signals as well as correct weight, etc. Be sure to avoid embarrassing students and demonstrate to everyone first.

CONTENT AREA: TELEPHONE	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
COMPETENCY: The student will be able to	L	S	R	W	D		
Answer the telephone and respond appropriately to the caller's request	x	x				Hello Just a minute Hold on No, s/he's not here No, s/he isn't here I'm _____ Call Answer	Have students role play in pairs
Ask to speak to someone and identify self	x	x				Is _____ there? May I speak to _____? I'm _____. This is _____. My name is _____.	You may prefer to teach students to identify self first. Suggested Activity: Actually set aside one evening or other time and have students call you at home to practice and overcome fear.
Respond to problem calls	x	x				Sorry. Wrong number. I can't speak English. Call later.	
Make a simulated emergency call to 911 (police/fire/ambulance) or to someone else who can help	x	x	x		x	Help! Emergency! Now! Police Fire Ambulance	
Read total amount due on a telephone bill			x			Total	

CONTENT AREA: TELEPHONE	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
NON-LINGUISTIC COMPETENCY: The student will be able to	L	S	R	W	D		
Demonstrate which part of the receiver is for listening and which is for speaking					x		Avoid embarrassing students by demonstrating to everyone first.
Demonstrate how to pick up and hang up the receiver					x	Pick up Hang up	
Use a pushbutton and rotary phone					x		Make sure students dial all the way to the finger stop on a rotary phone.
Use a pay phone					x		Take a mini-field trip to a pay phone.
Respond to a busy signal by hanging up					x	Busy	
Demonstrate what to do after making a dialing mistake (hang up and start again)					x		

CONTENT AREA: HOUSING COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Find and read the street number portions of addresses as they appear on buildings			x				Numbers may be written horizontally vertically, or diagonally. Numbers may appear in different locations on buildings. Former village dwellers may not have had "an address." You may have to teach the American address order.
Read "FOR RENT" and "FOR SALE" signs			x			For rent Apartment For sale Apt HOUSE FLAT	Signs have different kinds of lettering
Read "furnished" and "unfurnished" notes on signs			x			Furnished Unfurnished	
Answer questions about the number of children/people in their families	x	x				How many _____ are there? children people How many children do you have?	You may have to explain the difference between a nuclear and an extended family.
Ask how much the rent is	x	x				How much is the rent? What's the rent?	
Ask about the due date for rent	x	x				When do I pay? Pay when? When's the rent due?	
Name rooms		x				Kitchen, living room, bedroom, bathroom, hall	

CONTENT AREA: HOUSING	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
COMPETENCY: The student will be able to	L	S	R	W	D		
Ask about the number of rooms	x	x				How many rooms are there?	Explain that halls and bathrooms are not counted as rooms.
Ask who pays utilities	x	x				Who pays the _____? utilities, P G & E, gas, water, electricity, garbage	You may want to explain what to do with garbage.
Read the total amount on a utility bill			x			Total Amount now due Total	
Read due date on a bill			x			due	Review reading dates
Express satisfaction or dissatisfaction with housing		x				I _____ it. like don't like It's _____ clean, dirty, big, small, old, new, noisy, quiet, expensive, too much money	
Ask about moving in date	x	x				When? When can I move in/come?	
Identify a limited number of needed repairs	x	x				What's the matter? What's wrong? The _____ is broken. The _____ is leaking. The _____ is out of order. sink, toilet, shower, roof, lock, window, heater, stove, dryer, washing machine, refrigerator	You may want to explain power outages.

CONTENT AREA: HOUSING	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
COMPETENCY: The student will be able to	L	S	R	W	D		
Read "manager" sign			x			Manager	Explain the difference between manager, landlord, owner, and tenant.
Request repairs in person		x				Please fix the _____. Can you fix the _____?	You may want to discuss whether tenant or owner is responsible for repairs.
Insist politely on the urgency of repairs		x				Now Soon Please (repetition of requests)	You may want to explain that sometimes a written request for repairs is necessary.
Request help in understanding an oral statement about housing	x	x				Can you help me? I don't understand. What do you mean?	
Request help in reading or signing leases or dealing with related correspondence	x	x					

CONTENT AREA: POST OFFICE	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
COMPETENCY: The student will be able to	L	S	R	W	D		
Address an envelope to its intended recipient by copying			x	x		Name Street St. Country Address Apt. # Letter Number Zip Code Envelope City, State	Teach where to write on envelope
Write return address on an envelope				x			
Ask about the location of the mailbox and/or Post Office	x	x				Where's the mail box/Post Office?	
Determine appropriate slot for mail at Post Office			x			Airmail Foreign Domestic Mail Local SF CA	
Purchase items at the Post Office	x	x				I need/want _____, please. _____, please. Please give me _____. stamp, airletter/aerogram, airmail stamp # indicating how many. How much?	Explain the economical advantages of airletters. Explain the current costs of domestic and airmail stamps. You may want to add purchasing a money order if not too difficult.
Partially fill out a change of address form (name, old and new addresses, and signature)			x	x		Old address No. St. New address Apt.# City State Zip Date Sign here Last/first name	

CONTENT AREA: POST OFFICE NON-LINGUISTIC COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Demonstrate where to place stamp(s) on an envelope					x		
Use correct postage for domestic and foreign mail					x		Explain differences in time and cost for surface and airmail rates. Students need only be responsible for knowing correct postage in accordance with their personal needs.
Fold and seal an airletter					x		Explain that airletters cannot have enclosures.
Deposit letters in a mail box					x		
Stand in line at indicated spot			x		x	Wait Here	
Respond to the word "Next"	x				x	Next	

CONTENT AREA: EMERGENCIES AND HOME/STREET SAFETY COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Respond appropriately to directions given during a fire drill	x		x		x	Go downstairs left right outside EXIT Fast! Don't Push Don't Run! FIRE!	Teachers should practice fire drills with their students. Elevators should not be used during fire (drills) or earthquakes. Explain that 911, fire alarm boxes, and the word FIRE! should only be used in a true emergency. Emphasize that in a fire, etc. everyone should leave the building as quickly as possible--forget possessions. Explain the purpose of the TOT FINDER decals and distribute, if possible.
Call the local emergency number (911) to report a fire		x			x	911 Emergency! Fire! Address of fire	
Call the local emergency number (911) for an ambulance		x			x	911 Emergency Ambulance Address where ambulance is needed.	Explain what a medical emergency is.
Call the local emergency number (911) for police assistance		x			x	911 Emergency! Police! Burglar now! Robbery! Address where police are needed.	

CONTENT AREA: EMERGENCIES AND HOME/STREET SAFETY COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Inform someone if they smell smoke		x				Smoke	
Verbally respond to a threatening person		x				No! Don't! Go away!	Encourage students not to walk alone and to use well-lit streets and stairs.
Call for help		x				Help me!	
Distinguish between safe and unsafe products			x		x	Poison Danger Hot	Explain the need to keep medicines, poisonous cleaning products, and dangerous items out of children's reach.
Respond safely to a knock at the door	x	x				Who's there? lock/unlock Who is it? What's your name? Unlock the door.	Explain that the door should not be opened to strangers.

CONTENT AREA: EMERGENCIES AND HOME/STREET SAFETY NON-LINGUISTIC COMPETENCY: The student will be able to	LANGUAGE SKILLS L	S	R	W	D	STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
Recognize a fire alarm signal at school and act appropriately	x				x		
Simulate the use of a fire alarm box					x		Explain that 911, fire alarm boxes, and the word FIRE! should only be used in a true emergency.
Locate the fire alarm box nearest to their home					x	Inside Outside	
Demonsfrate a safe way to carry their money					x	Purse Pockets Money Inside	Encourage students not to carry and/or display large amounts of money outside of the home. Explain Safety Deposit boxes. (optional)
Demonstrate how to use a whistle					x		
Identify a police officer and/or police car					x	SF POLICE	
Call a bilingual person to assist in filing a police report					x		Suggest that the telephone number of a bilingual person for assistance be kept handy at home. Explain that filing reports help police identify problem areas in the city.

CONTENT AREA: EMERGENCIES AND HOME/STREET SAFETY	LANGUAGE SKILLS					STRUCTURE AND VOCABULARY	TEACHING SUGGESTIONS AND CULTURAL NOTES
NON-LINGUISTIC COMPETENCY: The student will be able to	L	S	R	W	D		
Identify sources of household danger					x	Knife Scissors Matches	Explain the need to keep children away from open windows, hot water, electrical outlets, and other sources of danger. Explain the danger of electrical outlets and frayed electrical cords. Explain the dangers of leaving small children at home alone.
Demonstrate what to do in a power failure (optional)					x	Flashlight Candle Match Be Careful!	Explain that refrigerators should be opened only when absolutely necessary during a power failure.
Demonstrate a safe procedure to follow when leaving home					x	Lock TV Window Stove Door Heater Key Light Turn On Radio Turn Off	
Demonstrate what to do during an earthquake					x	Desk/Table/Bed/Door Under Windows/trees Elevator Gas Turn on/off Smell	

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